

**EXTRA-PAY SYSTEMS
AND
OFF-DUTY TRAINING**

STRATEGIC MANAGEMENT OF CHANGE

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An applied research project submitted to the National Fire Academy
as part of the Executive Fire Officer Program

July 1999

ABSTRACT

Until recently the Salina Fire Department (SFD) hasn't had a history of requiring associates attend off-duty training. As the demand and potential for technical specialty response has increased, SFD personnel haven't met the training needs. As a result of the void in skills and knowledge for technical specialty response, the department began mandating off-duty training. This hasn't set well with some of the associates.

The purpose of this research was to examine extra-pay systems and determine if a pay plan based on this premise would correct the SFD's off-duty specialty training attendance problem. Historical and action research was used to answer the following questions:

1. What is the historical background of employee motivation and extra-pay systems?
2. What are the components of an effective extra-pay system?
3. What are the disadvantages of extra-pay systems?
4. What are some examples of governmental extra-pay systems?
5. Do SFD employees believe the current system encourages off-duty training and would they support an extra-pay system?

The literature review found that many companies, including government, have successful extra-pay systems. The findings revealed that all motivational factors should be considered, not just compensation. Literature sources recommended following a prescribed action plan when implementing a program. One survey of SFD members was

conducted to determine how associates thought of the present pay increase methods and whether they would support the idea of an extra-pay for off-duty training.

The results showed that organizations have had success and failures with extra-pay systems. The results also indicated that planning for the implementation of an extra-pay program can define organizational activities. These can provide benefits even if your organization decides against implementing an extra-pay program.

Recommendations included examining and addressing all non-monetary motivational issues at the SFD; recommending a city-wide evaluation of the current merit/double merit system, completing skill definitions, monitoring off-duty technical specialty training requests, and implementing an extra-pay program if other corrective actions do not remedy the problem.

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INTRODUCTION

If you talk to a fire fighter who retired ten or more years ago, you probably won't find out much about confined space training, hazardous materials response, bio-terrorism, or advanced cardiac life support. Over the years the fire service has seen a decrease in the amount of fires but has seen increased demand for specialty response. The Salina Fire Department (SFD) had tried to meet the basic level of these needs by offering on-duty classes and hoping some would voluntarily attend some specialty classes off-duty. The problem is SFD employees seldom voluntarily attend off-duty specialty classes. The staff finally decided the department's deficiency in technical emergency skills of officers was at a critical point and some mandatory off-duty training would be necessary until future alternatives could be researched.

The purpose of this research is to examine extra-pay systems and determine if a pay plan based on this premise would correct the specialty training attendance problem.

Descriptive and action research was used to answer the following questions:

1. What is the historical background of employee motivation and extra-pay systems?
2. What are the components of an effective extra-pay system?
3. What are the disadvantages of extra-pay systems?
4. What are some examples of governmental extra-pay systems?
5. Do SFD employees believe the current system encourages off-duty training and would they support an extra-pay system?

BACKGROUND AND SIGNIFICANCE

The SFD is located in central Kansas and is surrounded by rural area for a significant distance. The SFD provides fire suppression, rescue, prevention, education, and advanced life support ambulance service. The department serves a city population of 45,000 and an additional population of 6,000 in the county. The city population receives the complete service of the SFD and the county receives rescue and ambulance service.

Job positions on the department consist of fire fighter, fire engineer, lieutenant, prevention officer, public educator, deputy chief, and chief. The turnover rate at the department has been about one (1) employee per year for the past ten (10) years and most of this can be attributed to retirements.

The SFD has used various methods of extra-pay over the past twenty years in an effort to recognize the efforts of its associates. All the methods have been based around a pay step plan that awards workers with annual increases if the worker performs at an acceptable level. Most governmental agencies use a similar system and the award is seldom denied. This is certainly the case at the SFD. It's almost a given that the annual performance review will result in a pay increase, as long as the employee hasn't reached the top of their pay grade.

In 1993, the City of Salina incorporated a double step increase option into the annual review. This change gave the evaluator the option of recommending a double step increase for superior performance. The double step system has very loose guidelines and there has never been much consistency in its use.

Another extra-pay plan occurred in 1983 when the department absorbed emergency medical service operations. The medics were classified in a fire fighter pay category and then received an additional salary that was called incentive pay. This pay continued for around six (6) years until the city had a salary survey conducted. At that time the incentive pay was discontinued and the medics were classified in the position of paramedic/fire fighter.

Over the years the SFD has used various methods to address the technical rescue needs of the community. The first method consisted of having staff level officers attend occasional technical rescue classes and then returning to train the rest of the department. The department then slowly began allowing others this opportunity. In 1983, the SFD began operating the ambulance service. From 1983 to 1988 the main training emphasis was on medical knowledge and skills.

In 1988, the department reassessed its needs for technical rescue training and decided to solicit volunteers for a technical rescue team. The original team consisted of seven (7) members and included officers and non-officers. The team immediately met resistance from other members of the department and was disbanded approximately two (2) years later. Technical training was on a standstill and for the time it was operated as best as possible with the basic training that existed.

In 1997, the Deputy Chief of the SFD attended several classes on hazardous materials and returned to address staff officers on this topic as well as technical rescue on a whole. At this same time the department had a mandatory station rotation for employees. After several meetings with discussion and planning, a decision was made to

have all company officers and fire engineers permanently assigned to stations. The companies in each station would then be responsible for an area of technical rescue. It was also decided that if technical training couldn't be arranged on-duty, it would be arranged off-duty on a non-voluntary basis. The company officers and equipment operators were first to be targeted for the off-duty training. The majority of the department liked the idea of station assignments but some resisted the idea of attending off-duty classes. At the present time the department has sent off-duty personnel to one class on hazardous materials and one on aircraft fire/rescue.

The mandatory off-duty specialty training hasn't been embraced in an extremely positive manner. Some of the classes in the future will be longer and more technical. The attitudes of those attending the classes could possibly deteriorate.

This research paper was prepared to meet the requirements for the Strategic Management class at the National Fire Academy (NFA). The research relates to the analysis and planning components of the change management model.

LITERATURE REVIEW

What Is The Historical Background Of Employee Motivation And Extra-pay Systems?

History Of Employee Motivation

Most people have heard of the universal radio station WIIFM which stands for, "What's in it for me?" This is just another way of asking, "How much am I worth" (Mcintosh, 1999, p. 2)? A company's success depends on what incentives they give their employees. If you want to motivate your employees, you must have a definite set of

incentives. The Michigan State University Extension lists the most important groups as, recognition (both monetary and non-monetary), social prestige, achievement, and self-esteem (Mcintosh,1999).

Chief Steve Henry explains that up into the 1950's the motivation was by "the stick" (1995). The work force began to change in the 1960's and by the 1970's supervisors began to complain, "These kids just aren't motivated" (Henry, 1995, p.12). What supervisors didn't understand was why when the new kids were asked to jump, they wanted to know why. Since the 1970's the work force has become even more educated and the why has grown in importance (Henry, 1995).

In their article, "*Can Money Motivate Fire fighters to Exercise?*", Round and Green cite intrinsic and extrinsic as the two sources of motivation (1998). Intrinsically motivated individuals are those who strive inwardly. These people enjoy competition, action, and focus on fun and learning new skills (Round & Green, 1998). In contrast, extrinsically motivated people tend to rely on positive and negative reinforcement from others to increase motivation, enhance learning, and increase desire to participate (Round & Green, 1998).

When asked to rate themselves, Chief Henry says the vast amount of workers today rate themselves at the top of the heap (1995). The point of this is often times chief officers rate their personnel at the bottom of the heap. They discourage risk by punishing small failures and they want innovation but often they kill the soul of the brave (Henry,1995). The important thing in motivation is making sure the associates feel they are winners. It has been proven that if you label a person a loser they will start acting the part. Chief Henry

cities an example that, "A subject allowed to dip his own hand into the lottery bowl fully believes that the odds of drawing a winning ticket are substantially higher than if someone else does the drawing" (Henry, 1995, p.13).

A worker's income is a tangible form of measuring their value to the company. There's also monetary side issues that are of great importance to a worker. Important non-monetary values include steady work, comfortable working conditions, good supervision, opportunities for advancement, and the nature of the job itself (Mcintosh, 1999). Non-monetary rewards can by tangible items include pins, plaques, or articles in journals. The military gives out ribbons and medals to honor admirable acts, but many of these awards are for routine expected achievement. Fire Chief Steve Henry states, "When fire officials fail to recognize routine, day-to-day accomplishments, they're setting the stage for lowered morale and negative behaviors (1995). Intangible recognition means that which is less formal. A kind word about a person or the work that's being done are both examples of intangible recognition (Henry, 1995).

Often the first thing employees say is the problem with an organization is money. Henry believes is if you provide the worker the opportunity to experience self-esteem and accomplishment, they are often willing to work for less money (1995). Social prestige is built between people. Little things can be done to show associates that they are thought more of than just a worker. A special dinner after achieving a goal, retirement parties, or a work place improvement can build self-esteem in workers.

Mcintosh contends that ambition will fall if an employee doesn't have enough work to do (1995). A reasonable work production standard must be established. When the worker

lives up to these standards it brings a sense of pride. McIntosh says that the ambitious and resourceful employees value self-achievement over all other additional incentives (1995).

Self-esteem is the worker's view of themselves. Some examples of this are the opportunity for recognition, status in the community, respect, distinction, attention, importance, and appreciation. Managers must cash in on any opportunities to build worker self-esteem. Without self-esteem a worker develops a feeling of inferiority and that brings about discouragement (McIntosh, 1995).

So how do you get started in applying motivation? Another example that Henry uses is that of an experiment in Palo Alto, California. The experimenters found that subjects who initially agreed to put a tiny sign in their windows, were later likely to allow a billboard on the front lawn. The billboard required digging some sizable holes in the yard. The people who were not asked to put up the tiny sign first, turned them down for the billboard ninety-five (95) times out of (100) one hundred (Henry, 1995). This concept is called the "foot-in-the-door" and fosters the idea that a person will eventually believe in what they are doing if you can get them to act the way you want in small ways. Another key to this formula is to recognize small wins along the way (Henry, 1995).

History Of Extra-pay

The history of pay incentives dates back to 1918, when General Motor's CEO Alfred Sloan introduced a bonus program for the managers of his company (Berlet & Cravens, 1991). The basis for the extra pay under Sloan's incentive pay program is

unclear. Sloan's program has been called "Christmas Turkey", because it's like a gift for no particular reason (Berlet & Cravens, 1991).

As more companies began using extra-pay programs, they saw a need to do a better job of defining the parameter of their programs. The simplest systems were very similar to Sloan's and consisted of setting aside a portion of salary for distribution at the end of the year if certain standards were met (Berlet & Cravens, 1991). Only the top managers were included in the first extra-pay programs. Over time the companies gradually began including other employees. Even though other employee groups were included, the systems were set up in the hierarchical fashion of the higher pay incentives going to those with the higher salaries (Berlet & Cravens, 1991). Companies also began to realize that pay increases shouldn't be based solely on time served in a position or the number of academic degrees one has (Janey, 1996).

Businesses are in a constantly changing environment in which employees are expected to do more with less. Employees must take every opportunity to help the firm meet key business goals (Britton & Dunne, 1999). Britton and Dunne state that statistics show what gets rewarded, gets done. A recent study of 663 incentive plans conducted by the Consortium for Alternative Reward Strategies reported a median net return of 134% on the incentive payout, which is a gain of \$2.34 for every \$1.00 invested (Britton & Dunne, 1999).

One reason for not using incentive programs is the comfort of the status quo. This is made easier for government agencies by proclaiming that government is different from

private business. In his book *“Compensation”*, Robert E. Sibson reports that this is a myth and explains that many government agencies use extra-pay plans (1991).

What Are The Components Of An Extra-pay Systems?

Extra-pay systems are wide and varied but the type this research will examine are those that reward workers for added performance. Extra-pay plans are basically an apparatus that adjusts salaries to reward higher levels of performance (Ellis, 1999). Extra-pay can be administered as a single-salary system or it can be administered as a separate supplement to the regular salary. Participation in an extra-pay program can be either voluntary or mandatory. Ellis explains that extra-pay can be awarded for items such as professional development, additional responsibilities, working at a high-priority location, or even outstanding attendance (1999). Many extra-pay plans build requirements for additional responsibilities into their pay advancements. The success of an extra-pay program depends on, “careful, cooperative planning involving all constituencies who will be affected” (Ellis, 1999, p.1). Often there are additional responsibilities assigned to the new level that include mentoring fellow employees, training, and supervising. Many merit pay programs use levels of certification. The “Better Schools Program” in Tennessee uses four levels of certification: “apprentice teacher,” “professional teacher,” “senior teacher,” and “master teacher” (Ellis, 1999, p. 2). Ellis believes the advantage of using levels of certification is the distinction of the higher rank can be a motivating factor above and beyond that of the extra-pay (1999). Another advantage of increasing the responsibilities

of extra-pay recipients is other employees are less likely to resent them receiving additional monies (Ellis, 1999).

In their article "*Support Systems For Skill-Based Pay*", Daniel Follette and Sergio Garcia present an extra-pay system called skill-based pay (1996). Follette and Garcia identify six support systems in the design of a program as; "management analysis and resource commitment, skill definitions, strategic training redesign, certification, implementation and communications, and future opportunities" (1996).

Follette and Garcia also say that there are three questions you need to answer during the analysis; "Can you see the exact ways skill-based pay can improve financial performance?", "Does your company have the money and resources to implement skill-based pay?", and "Is your work force and corporate culture ready for this kind of program" (Follette & Garcia, 1996)? Follette and Garcia explain that skill-based pay will change a comfortable routine and you need to assess the company's readiness for change" (1996).

Follette and Garcia believe that skill definition is the heart of any pay program (1996). They say that if you define skills you'll be able to determine whether you'll get any true value from your investment (Follette & Garcia, 1996). The two authors have what they call a skill-based pay constitution. This constitution is four simple words: "relevant...complete...consistent...and...fair" (Follette & Garcia, 1996). Follette and Garcia recommend that you apply these words to every part of the development.

Strategic training redesign is the third part of the Follette and Garcia plan. The authors believe that a company must continually redesign their training to insure that it's

relevant and not repetitive. Some companies have trimmed their training by two-thirds by identifying redundancy (Follette & Garcia, 1996).

Certification is the fourth part of the program. Follette and Garcia believe that certification is a big deal because it establishes expectations, consequences and it's the only way to verify performance (1996).

In the implementation and communications stage Follette and Garcia recommend mapping every element in detail (1996). In the area of communication the authors list frequency and repetition as the two keys to success in advertising (Follette & Garcia, 1996). Follette and Garcia believe you should, "say the same thing a number of times, a number of ways in an many different mediums as you can" (1996).

The remaining support system listed by Follette and Garcia is future opportunities. Follette and Garcia contend that skill-based pay will capture an enormous amount of information and that the last logical step should be mining it for additional value (1996).

Ellis identifies three primary considerations to focus on during development of a merit pay program: "1) What are its objectives? 2) What evaluation criteria and methods will be used? and 3) How will the program be perceived" (1999)? Ellis believes that during the development it's vital to involve participants from every group of your organization (1999). Ellis also says the administration of a merit pay program can be somewhat difficult (1999). The budget must consider not only salary increases, but also the cost of evaluation and the possibility that a greater number of employees will qualify for merit increases. Other factors that must be considered are compliance with state law, trust between management and associates, and collective bargaining laws (Ellis, 1999).

The design of any extra-pay program involves answering questions. In the *Compensation Handbook*, Milton L. Rock and Lance A. Berger say the number one question to answer when considering an extra-pay system is, “Will the program reflect and reinforce the appropriate business and organizational direction” (1991)? The authors believe the next two questions are, “Does the work force have the skills to respond to the program requirements and do we have the correct culture to allow the program to be as successful as possible” (Rock & Berger, 1991, p. 572)? According to Rock and Berger the number one mistake in designing a compensation program is communication (1991). The authors believe that an organization cannot fail to communicate the intent of the program, how it’s supposed to work and why the program is designed the way it is (Rock and Berger, 1991).

In the book “*Compensation*”, the author asserts that the team must believe the system is equitable (Sibson, 1991). Sibson also contends that the plan must be results oriented, reflect employee performance, and have employee involvement in the design (1991).

Since a key component of an extra-pay is money, the program must define whom is payed, how they are payed, and how much is payed (Rock & Berger, 1991). The upper and lower limits of expected performance must be clearly defined. Any system should be easy to track, have credibility, be externally sensitive, and have timeliness (Rock & Berger, 1991). Eligibility is also very important. The minimum grade, job evaluation requirements, or minimum organizational levels must be defined (Rock & Berger, 1991). The achievement requirements must be a challenge. The evaluation of the system is critical

because business operations will change and any needed changes in the extra pay system must be made. Not to suggest changing for the sake of change, but the longer an incentive plan remains unchanged, the greater the risk that employees may come to view it as an entitlement (Britton & Dunne, 1996). One more consideration is how much you reward. Britton & Dunne contend that the size, form, and frequency of pay-outs is the place to end the design, not the place to begin (1996). The reward must be significant enough to get the attention of plan participants and motivate the behaviors needed to meet the plan's purpose, but shouldn't exceed the results (Britton & Dunne, 1996). There must be a balance of reward to employer and organization. Britton and Dunne say as a general rule, rewards of less than 5% of base salary are not considered by incentive design professionals to be highly motivating, particularly if the performance standards are high (1996).

What Are The Disadvantages Of Extra-pay Plans?

Many of the disadvantages of extra-pay plans are caused by mistakes with communication and design of the program. The *Compensation Handbook* lists some common communication mistakes such as; "failing to communicate the intent of the program, how the program is supposed to work, and the purpose of the design" (Rock & Berger, 1991). Britton and Dunne list many design flaws of extra-pay systems. If a plan is too complex it may lose its impact because the employee can't understand how it works. If an organization uses top-down goal setting it will likely cause participants to be resistant. Britton and Dunne believe that another common mistake is not keeping employees aware of their progress on an ongoing basis (1996). Poor line of sight to performance measures

and unattainable targets are two other design flaws that Britton and Dunne point out (1996). It doesn't make sense to link an employee's pay to an outcome that he or she can't influence.

A problem that an organization can run into with extra-pay systems is the longer an incentive plan remains unchanged, the greater the risk that employees may come to view it as an entitlement (Britton & Dunne, 1996). Pat Lancaster, the CEO of Lantech, believes, "incentive pay is toxic, because it is so open to favoritism and manipulation" (Nulty, 1995). Lantech has been using some sort of incentive pay since the mid-seventies. Lancaster said that it was difficult to sort out which was entitled to what profits and that led to secrecy and politicking (Nulty, 1995). By the late nineties Lancaster said he was spending 95% of his time on conflict resolution (Nulty, 1995). Lancaster reported that it got so bad that some employees even argued over who would have to pay for the toilet paper in a common restroom. Some of the workers believed that one gender used more toilet paper than the other (Nulty, 1995).

Extra-pay can be complex and as the business changes often the extra-pay system needs to be changed. This ongoing need for attention can draw on the productivity of the organization (Britton & Dunne, 1996).

What Are Some Examples of Governmental Extra-pay Plans?

Kansas Bureau of Investigation (KBI)

The KBI has an extra-pay program that's called, "*Senior Special Agent SPA.*" The skill based program rewards workers who attain and maintain certain skills and knowledge. The SPA program is set up on a point system. Points are given for skills and

responsibilities that are important to the KBI. Each skill is defined in a category and written down before it goes to the KBI director for approval. The written plan spells out the criteria for obtaining and retaining the compensation. The point value for the skill category is set by determining the importance of the skill and the required training or certification. The agents must maintain a minimum of fifty (50) points or they drop back to a Special Agent (SP) and lose the extra pay. The KBI also determined that they didn't want everyone learning the same skills and knowledge, so their plan stipulates the number of positions authorized for each skill category (Senior Special Agent Policy).

To be eligible for the SAA the SA must have at least five (5) years in their position. The SA must also have three (3) sequential years of a least standard evaluations in the years immediately preceding consideration. Competency must be demonstrated in each skill for a minimum of one year before consideration for reclassification. The SA is encouraged to have their respective Special Agent in Charge (SAC) design a training plan to assist them in attaining SSA. The plan is incorporated in the employee review system documentation and each skill category is listed as a priority outcome. Once all the steps are completed, the SA submits a memorandum to the Supervisory Board through the agent's SAC. The SAC adds their observations and recommendation before they forward it on to the Supervisory Board. The Supervisory Board meets on a quarterly basis at which time they consider SSA requests. A majority vote of the Supervisory Board is for endorsement. Once a SSA drops below the fifty (50) point level, they are notified in writing of the deficiency and are given six months to gain the points necessary. The KBI acknowledges that a SSA may want to revert back to a SA. If a SSA fails to retain a

standard evaluation, they are given a minimum of sixty (60) days and a maximum of six (6) months to raise their evaluation to a standard level (Senior Special Agent Policy).

Ames Fire Department “Master Firefighter”

The Ames Fire Department has an extra compensation program they call “*Master Fire fighter (MF)*.” In 1998, the union/management negotiated this program that is attained by certification levels and involvement in the department’s programs (Clint Petersen, personal communication, February 14, 1999). The goal of the program is to, “Establish a compensation program to provide a framework for the professional development of fire fighters and lieutenants that encourages continuing education in areas deemed by the department as essential to its mission” (Management Innovation Presentation, p.1).

The objectives of the Ames program are;

- Establish a pay grade that is obtained and maintained by achieving knowledge and skills in basic, advanced, and specialty areas.
- Utilize the resources of skilled personnel as team members who contribute to the department’s improvement and the delivery of services.
- Compensate personnel for their educational efforts and continuing involvement; in a manner that recognizes their efforts without promotion to the rank of officer.
- Increase our compliance with NFPA standards relating to safety, confined space, hazardous materials, OSHA regulations, and Iowa Department of Public Health Bureau of Emergency Medical Services.
(Management Innovations Presentation).

The Ames Fire Department set up what they called, “core qualifications” (Clint Petersen, personal communication, February 14, 1999). To qualify for MF, all the core qualifications must be attained. They also require two additional certification based levels that must be met. These two certification levels can be chosen from seven (7) different areas (Management Innovations Presentation).

Another qualification for MF is that the fire fighter be with the Ames Fire Department for sixty (60) months. It is the responsibility of the fire fighter to submit all training documentation by May 30th of each year. A Standards Committee is composed of two Deputy Chiefs and two members chosen by the Association. This committee advises the Chief in establishing and changing the qualifications and standards. Where they exist, the qualifications are based on consensus standards set by national and state certification agencies and associations. The Standards Committee also makes recommendation of Master Firefighter approval. The final approval for MF applicants is made by the chief (Management Innovations Presentation).

Olathe, Kansas “Emergency Services Specialist”

The Olathe Fire Department has an extra-pay plan for fire fighters called the “*Emergency Services Specialist (ESS)*.” The additional pay for the ESS is fourteen percent over that of a fire fighter. The requirements of ESS are as follows;

- Associate degree in fire science, fire technology, fire administration, or completion of the required core fire science courses and an associate degree in another field.
- Completion of Olathe Fire Department’s Leadership/Supervisory program.
- One year previous “meets expectations” on performance review.

- Seven years of service as an Olathe fire fighter.

(Olathe Policy & Procedure, Emergency Services Specialist)

Kansas Highway Patrol (KHP) “Master Trooper”

The KHP has an extra-pay program for troopers that’s called, “*Master Trooper.*”

The Master Trooper receives a five percent increase in pay after they fulfill all of the pre-requisites. The requirements for Master Trooper are:

- Advanced accident investigation training (eighty hours)
- Advanced drug interdiction (forty hours)
- Four years on the department

(KBI Requirements for Special Agent Reallocation to Senior Special Agent)

Sunrise Beach Fire Protection “Point System”

The Sunrise Beach Fire Protection District is a volunteer fire department in Missouri. The department has a program called a point system that’s purpose is to provide, “a fair and equitable method of rewarding the members” (Sunrise Beach Fire Protection District Rules & Regulations). Points are accrued in the following manner:

- One point for the first hour of emergency response and one additional point for each additional hour of service.
- One point for each hour of standby service at the station.
- One point per hour for regularly scheduled work or training meeting.
- One-half point per hour for public relations work.
- Other training held in the fire house will be awarded points in the same manner.
- One point per hour spent in official court proceedings.

- At least two scheduled training meetings per month must be attended to receive any points for that month.

(Sunrise Beach Fire Protection District Rules & Regulations)

To be eligible to participate in the program the officers are required to attain a minimum of one-hundred-fifty department points and eight yearly school points. A firefighter is required to attain a minimum of one hundred department points and four yearly school points. The program has pre-established funding that's set at the beginning of the year. At the end of the calendar year the total points of all eligible candidates are divided into this figure to give a dollar value for each point. Each eligible candidate is then paid a sum which is the dollar value multiplied times their points accrued. To be an eligible candidate the person must be a member in good standing (Sunrise Beach Fire Protection District Rules & Regulations).

Kansas' New State Employee Pay Plan

The Kansas Legislature is considering legislation that would implement a performance based pay system. The proposed change would:

- Value employees as a resource to provide efficient, effective, and creative public services to the people of Kansas.
- Create a compensation system that would facilitate equity across all state agencies and job classifications.
- Create two-way communications between supervisors and employees.

- Utilize performance standards that would be used to set employee objectives, communicate objectives, review employee achievements, and support the employee in delivering outstanding service to the people of Kansas.

(Kansas House Bill No. 2522)

The new system would replace the current employee pay plan that hasn't changed dramatically since 1941 (Fiscal Note for HB 2522 by House Committee on Appropriations, February 25, 1999). The performance plan will be based on the employee's value to the citizens of Kansas. One of the plan's goals is to reflect the value of similar jobs in the marketplace. The state employees will be placed in one of four pay matrices. The matrices include; public safety, direct-contact public service, professional/technical, and system support (Fiscal Note for HB 2522 by House Committee on Appropriations, February 25, 1999).

There would be no pay steps in the matrices. The plan is to pay for the performance pay system in three different. Longevity bonus payments would be discontinued and the money used to help fund the performance pay system. Any fee agencies would be allowed to increase fees to assist in funding the new system. Additional financing needs would come from the State's General Fund. The evaluations for employees would be on the basis of exceptional, satisfactory, and unsatisfactory. Two unsatisfactories would be justice for termination. Each agency would be required to include peer group evaluations with the traditional evaluation system. Agencies will be responsible for monitoring employee evaluations to ensure that cross-manager differences are within reason. A randomly chose group will be chosen to evaluate the agency head's

performance. Training of all employees will take place prior to the implementation of the new performance based pay system (House Bill No. 2522).

PROCEDURES

While attending the National Fire Academy class, "Strategic Management of Change", Ames, Iowa Deputy Fire Chief Clint Petersen explained a Master Fire fighter extra-pay plan used by their department. The research procedure began by interviewing Clint Petersen at the National Fire Academy on February 14, 1999.

A literature review began at the Learning Resource Center (LRC) at the National Emergency Training Center (NETC) in February of 1999. Additional literature research was done through the Internet at the computer lab of the National Fire Academy.

A literature review was done at the Salina Public Library in Salina, Kansas during April of 1999. The literature research started with a broad search of all business pay plans and narrowed to any extra-pay systems. Additional research was done through the Internet on the library computer.

While attending a Certified Public Managers (CPM) class in April of 1999, Kansas Bureau of Investigation (KBI) Special Agent John Green was interviewed about an extra-pay system used at the KBI. Mr. Green followed up by mailing a copy of the KBI's written policy on the extra-pay plan. Also, while at the April 1999 CPM class, the Kansas Director of Transportation, Carla Mumma, was interviewed about the pending Kansas House Bill 2522. This house bill addressed a plan to implement an extra-pay system called performance pay. Ms. Mumma followed up by mailing a copy of Kansas House Bill 2522.

While attending a class on ISO ratings in Topeka, Kansas in April of 1999, Fire Chief Dennis G. Jones was interviewed about the extra-pay system used by the Sunrise Beach Fire Protection District in Sunrise Beach, Missouri. Chief Jones followed up by mailing a copy of Sunrise Beach Fire Protection District's policy on their point value extra-pay system.

The Kansas Highway Patrol KHP has an extra-pay system called "Master Trooper." Training officer Lieutenant Rick Affholder was interviewed by telephone on March 22, 1999. Lieutenant Affholder followed up by sending a copy of the KHP Master Trooper policy.

One survey instrument was used for the research. The survey instrument, called the "Off-duty Attendance at Emergency Specialty Classes" (Appendix A), was given to all eighty-seven members of the SFD. The purpose of this survey was to determine how members thought about existing conditions with specialty training and what they thought about receiving additional compensation for off-duty specialty training. Of the eighty-seven surveys distributed, twenty-two were completed and returned.

Limitations

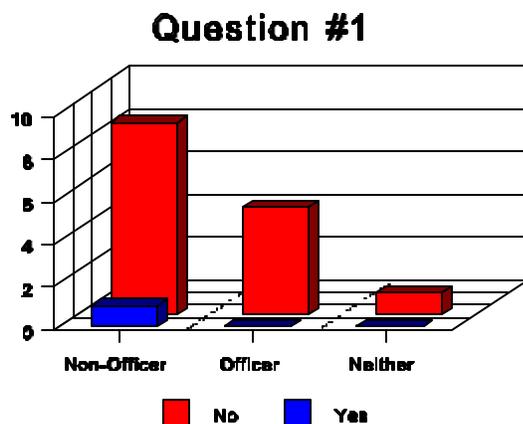
By reading the responses to the survey questionnaire, one can easily see that some of the respondents have had some bad past experiences. This could interfere with their true thoughts about the questions. Also, the limited number of respondents fails to reinforce the validity of overall department member's thoughts about the questions.

The success of a particular extra-pay program in one organization does not necessarily mean it would be successful in another agency. Compensation methods

involve such a wide array of aspects that any research would have to factor in specific organizational situations. Just the fact that there are so many variations of extra-pay systems used is a testament that a program must be tailor fit to the organization.

RESULTS

An anonymous questionnaire with four questions was given to all SFD associates. Responses to the first question reveal that the overwhelming majority of SFD employees believe that the current step raises and double-step raises provide little to no encouragement for attending off-duty emergency specialty classes. The bar graph on the next page shows the replies to the question, “Do the current annual step raises and double-step raises provide encouragement for SFD employees to attend off-duty classes?” The results show that both officers and non-officers were in agreement on this question. Many



of the respondents did not believe that off-duty activity should have anything to do with step raises or double-step raises. There were also many that voiced displeasure with the double-step increases and said the criteria for obtaining one was unclear. One respondent expressed the view that they worked an off-duty job and that any off-duty training would result in lost off-day wages. Another

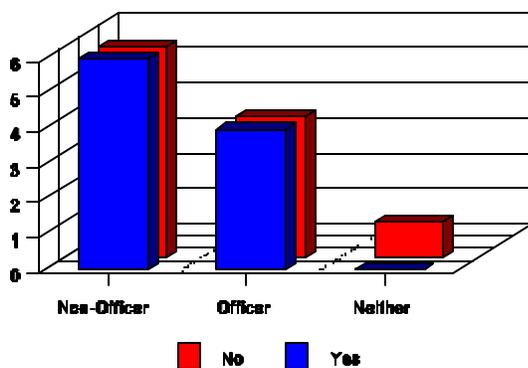
respondent voiced a concern with family time and believed that the department should concentrate on offering classes on-duty.

A second question that was asked was, “What would encourage you to attend an off-duty emergency specialty class?” The responses to this question were varied among both groups. The responses could be categorized into eight (8) different areas: 1) Interest in the class, 2) Promotional consideration for taking the class, 3) Additional compensation, 4) Recognition from the department after taking the class, 5) Better communications concerning upcoming classes, 6) Specialty station assignment need, 7) None needed, and 8) Commitment towards the training from the department. Interest in the class, promotional consideration, and compensation were the top three responses.

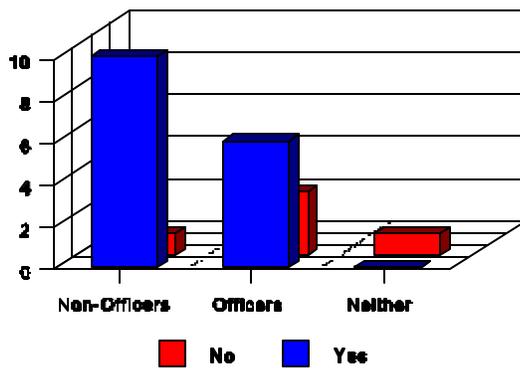
The third question asked was, “Would you attend an off-duty class if the department only covered the registration of the class?” The responses to this question were almost exactly divided, both with the officers and the non-officers. The majority of the respondents who answered yes to this question, followed it with the stipulation that the class must interest them. Some of the respondents who answered no, listed time away from family

and the loss of off-duty income as reasons for the no answer. Several people that responded yes, clarified that the class must be short in duration.

Question #3



Question #4



The last question asked was, “Would you attend an off-duty class if none of the class costs were covered by the department, but the class was part of a program that would give you an increase in salary?” (if yes, what would that increase need to be?) This was the only question that showed any

significant difference in responses between officers and non-officers. Officer respondents had more no responses than non-officers. All the respondents had ideas about why they would or would not attend a specialty off-duty class.

DISCUSSION

In order to be a successful organization the right things must be done by the right people. An agency spends a considerable amount of time on strategic planning to make sure they are meeting the mission through the established goals, objectives, strategies, and outcome/output measures.

The Salina Fire Department has recognized they need to be able to take care of technical rescues and have also determined they are deficient in some areas of technical rescue. The purpose of the research was to examine extra-pay systems and determine if an extra-pay plan based on this premise would correct the SFD’s off-duty specialty training problem.

The research identified intrinsic and extrinsic as the two sources of motivation. The intrinsically motivated enjoy competition, action, and strive inwardly for competence to master a skill (Round & Green, 1998). In contrast, Round and Green explain that

extrinsically motivated individuals receive positive and negative reinforcement from others to increase motivation (1998). This points out the need for the Salina Fire Department to research not only extra-pay, but all methods that could be used to provide motivation for off-duty specialty training. The SFD must also identify whether it's doing anything that's harming motivation. In his article, "Employee Motivation and Work Incentives in the Service Industries", Robert W. McIntosh says, "one-third of all employee job dissatisfaction can be attributed to poor supervision" (1999).

In their article, "*Employee Incentives*", Britton and Dunne cite that a recent study of 663 incentive plans conducted by the Consortium for Alternative Reward Strategies reporting a median net return of 134% on incentive payout (1996). Most experts say to wait until the end of the design process but to make sure the program increases company profits. The SFD, like most fire departments, doesn't generate profits in the sense of dollars. The profits must be measured in other ways. What's the potential risk of not being adequately trained and prepared for a technical rescue? Research should be done to try and identify past situations in other departments.

The results of the research show that the majority of the respondents from within the department would support an extra-pay system. The feedback indicates that department associates would not be as supportive of classes which have high registration costs and involve multiple days.

The implications of the results for the SFD are that there exists a need to identify all the factors associated with the decreased desire of attending off-duty specialty training.

Only then will the department be able to accurately determine if an extra-pay system would be beneficial.

RECOMMENDATIONS

The first thing the SFD needs to do is identify all the factors in the organization that are associated with motivation and determine if there are things that the department is doing or not doing which are adversely affecting the motivation of associates. Immediate means of correction should begin if the department identifies any problems.

If the department identifies and corrects any significant motivational issues, then it should be determined if this improves the problem of voluntary off-duty specialty training.

The majority of department associate respondents voiced support for the extra-pay concept. If volunteering for off-duty specialty training remains a problem, an extra-pay system should be considered. Before any group within the department is put together to work on an extra-pay system, it should be discussed with city management to make sure they would provide support for such a program.

The research on extra-pay has identified the SFD's need for skill definition. Even if the Salina Fire Department doesn't start an extra-pay program, it would prosper greatly from establishing skill definitions. Once the skill definitions are established, associates could easily see what they need to do to master a skill. Having skill definitions defined would allow a smooth transition into an extra-pay system.

The research showed that SFD respondents thought the present system of annual merit increases (and especially the double-merit increases) is flawed. The city should

examine this information and consider doing a city-wide survey to see if others feel this same way.

It's easy to see a new idea and think it's the answer to all your organization's problems. One could easily do this with extra-pay. Extra-pay programs have many valuable aspects but they're not without their problems. In summary, the SFD needs to ensure it's doing a good job with non-monetary motivation, further review present compensation methods, perform skills definitions, and continue to monitor off-duty specialty training requests. An extra-pay system should be implemented if off-duty specialty training requests do not improve after addressing the above issues.

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APPENDIX A

Off-duty Attendance at Emergency Specialty Classes Questionnaire

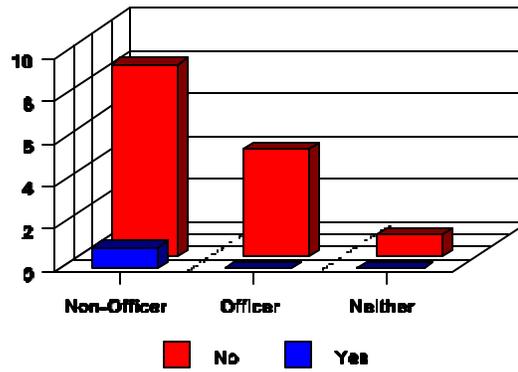
Each of the four Executive Fire Officer classes I'm taking at the National Fire Academy require a follow-up research paper. My most recent class was called, "Strategic Management of Change." The problem for your research has to be tied to a problem at your department. The problem that I chose to address is the low frequency of Salina firefighters volunteering for off-duty specialty training. My literature research will answer what other organizations are doing but I need to know what you personally think is the answer to this problem. (Not what you think would encourage others, but what would encourage you.) I value your thoughts and I don't know if anything will come out of my research but I will share it with you when it's finished. It's not necessary to sign this questionnaire, but I do need to have you check either the officer or the non-officer. This will allow me to categorize the responses. Please place the questionnaire in the suggestion box. I sincerely appreciate your time and effort.
Deputy Chief Steve Moody

Officer_____ or Non-officer_____

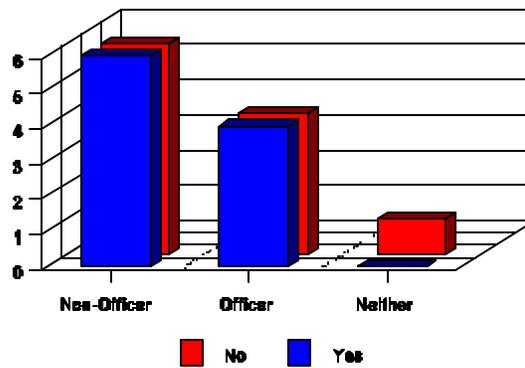
- 1) Do the current annual step raises and double-step raises provide encouragement for SFD employees to attend off-duty emergency specialty classes? If not, why?**
- 2) What would encourage you to attend an off-duty emergency specialty class?**
- 3) Would you attend an off-duty specialty class if the department only covered the registration cost of the class?**
- 4) Would you attend an off-duty specialty class if none of the class costs were covered by the department but the class was part of a program that would give you and increase in salary? (If yes, what would that increase need to be?)**

Graphed responses to survey questions.

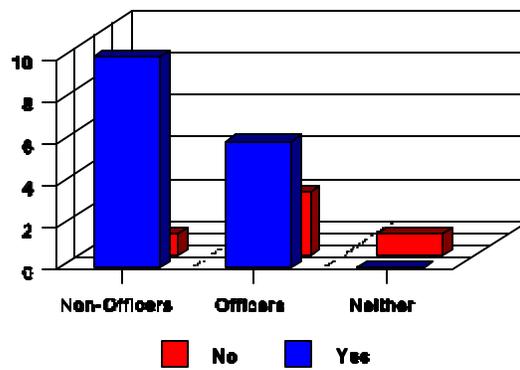
Question #1



Question #3



Question #4



APPENDIX B

Questionnaire Responses

(Note: Some of the questionnaires did not have all questions answered. The responses are typed exactly how they were received..)

Non-officer response = NOR Officer response = OR

Question #1 - Do the current annual step raises and double step raises provide encouragement for SFD employees to attend off-duty emergency specialty classes? If not, why?

NOR #1 - I don't believe that the off-duty classes should have a bearing on my annual step raise. I have taken an average of a class every two years, so I don't assume that my opinions are based on the principle that I don't want to participate. I believe that annual step should be for the job done as an employee doing the job that he/she hired on to do. If an employee is doing an exceptional job in accordance with their job description in addition to some extra curricular activities then the employee should be given a double merit. I don't think the current method of double merit increase disperse system is administered properly.

NOR #2 - I don't believe the annual step raises provide any encouragement for off-duty attendance. I work an off-duty job as many of us do. This would take money out of my pocket. I also spend 1/3 of my life at the SFD and believe OT is the order.

NOR #3 - No.

NOR #4 - I'm not sure what you mean by this statement. It's my understanding that classes are intended for all personnel who wish to be better at their job and more knowledgeable in general.

NOR #5 - No. I would hope that reasons for getting a double step raise are not based on whether you attend an off duty emergency specialty class. What about the personnel people who are topped out in their respected area. They would not get a double merit raise.

NOR #6 - Yes. I believe that it does but the individual going to the off duty class should do it for his own reasons and not expect a merit for attending a class.

NOR #7 - No. The reason being that some individuals that don't attend off-duty classes get a merit increase (double). Individuals that have attended off duty classes sometimes don't get a double merit increase. The system is not consistent as a whole and lacks a fair playing field.

NOR #8 - No. Off-duty time has no, should not have anything to do with merit increases. If that is what is needed for merit increases then this should not be an off-duty activity.

NOR #9 - I have attended many "specialty" classes over the years - most on subjects on which I'm one of a very few if not the only person trained, currently in the department. For some reason this has never shown up in a positive light on any of my evaluations. Never mind a double merit. So, NO!!

NOR #10 - No. Most of the time the information about the classes are not heard about until after it starts. I also think that since only Lieutenants and Drivers get offered specialty classes that turns others away.

NOR #11 - No. I don't believe so. If you are topped out you can't get either one. If you already have the class or classes before you come here you wouldn't be able to get a double. There have been some cases where people have wanted to go to classes and we

did not have the money to send them or they were just told no for whatever reason and I think that it wouldn't be fair to let some people to go and others not and then letting the people that went to have a double merit raise and not the one that wanted to go but the slots were filled.

NOR #12 - It may or may not. I really don't think that for the most part, employees are motivated by money alone. Most people that take a class are there to improve their skills/expertise.

OR #1 - No. There is no way that our system could be fair, or afford to accommodate everyone. As it was told to me when I asked to go to a class the last time, It's just like having kids. Just because one gets a Barbie doll don't mean that you have to buy the rest a Barbie doll." If the step raises depended upon the department letting you go to classes, only the ones with Barbie dolls would get raises.

OR #2 - A lot of personnel are at the top of their pay scale and have no other steps. Annual salary steps should be geared more for job performance throughout the year, not whether they attend an off-duty class. It would show the interest of the employee in improving their knowledge to do their job.

OR #3 - No.

OR #4 - No. I do not believe many employees attend off-duty classes nor do I believe it affects their evaluations for merit increase.

OR #5 - No. I believe most employees correctly believe that volunteering for off-duty training is a small consideration come evaluation time. I noted only 2 of 35 criteria in the P & P book that addressed off-duty training. While I personally note off-duty training when

evaluating an employee, I do not use it against them the lack of it. Also, I see no mention of off-duty training in the job descriptions for those I supervise.

OR #6 - It's my opinion that pay should not be the primary motivating factor in improving my education in order to do my job. I'm not underpaid now so increasing step and double step should not be the cause for bettering myself. Some people are motivated by money but probably would still complain if they had to go to a class.

OR #7 - No. No one is certain what the criteria is to obtain a double step merit increase. This varies from supervisor to supervisor. Many folks are topped out in their current position.

OR #8 - Annual merits should be reserved for doing a good job while on duty. They do not and should not be tied to off duty classes. Why? We work 56 hours a week for a 40 hour pay check. We spend 1/3 of our lives at the fire station, away from our wives and families. Most persons feel the 56 hours spent on duty each week is enough. I feel this specialty training could be brought in. We have a new training tower, 2 classrooms, AV equipment, and a full time training chief. I would think it would be cheaper to bring in a specialty instructor and pay his salary, then to send people out of town. I estimated the cost of sending the 6 from station 2 to hazmat class at \$3,000 to \$4,000. The instructor who was from KC probably cost around \$1,000. It would be cheaper to have them here and there would be a possibility of making money.

OR Response #9 - Annual merit increases (step raises) have become to automatic to employees. The criteria is very low rating for employees who really were not a true recipient of a double step increase. As a fire lieutenant I watched several other

supervisors and subordinates receive the double merit increase that I personally felt was not warranted. Double merit increases should be tied to accomplishments outside the normal duty schedule. Additional step raises should only be available to personnel who achieve certain specified criteria for the department. I was one of the original train-the-trainer personnel and no financial gratuity was ever received by the three designated personnel. I feel that is why some personnel stopped their drive to achieve outside education because other personnel who did nothing or very little achieved the same and or better results.

Not Marked Whether Officer/Non-officer

Response #1 - It's interesting we'll ask these questions for a research paper but not "truly" to benefit the SFD, but, after the last "survey" and the way it was used (not used)...it's not surprising it can only be used for an outside class.

Response #2 - No.

Question #2 - What would encourage you to attend an off duty emergency specialty class?

NOR #1 - I would have to be interested in the specialty class.

NOR #2 - I would have a great deal of interest going to a class that would enhance my position. I believe that some monetary compensation should be given, as it should be and has been in any other job I've ever worked.

NOR #3 - If the department covered the registration costs. Also, if they looked at these classes at promotion time and merit raises.

NOR #4 - Just working here encourages me but it is difficult to stay encouraged when you apply for a class as simple as winter fire school and get rejected.

NOR #5 - I feel that if I would be stationed at a substation and I know that I would be there for a real long extended time (I am a firefighter), I probably would take classes to better prepare me for an incident that I went to a class for.

NOR #6 - Interest in that area. Usefulness to the department. Once the class is taken refresher training to keep you current on your skills.

NOR #7 - The possible form of future compensation for the knowledge that has been gained to help the fire department. The only use for completion of a two-year fire science is for the purpose of promotion possibilities. There is no compensation for completion of a fire science degree. Knowledge is a asset to the fire department and should be compensated according to the amount of that knowledge.

NOR #8 - Type of class I like. I should be paid and have the class paid for if it is for benefit of the SFD. I would take a class on my own if it benefitted me for a future position I wanted, or if that position required a particular class.

NOR #9 - The department needs to pick one specialty, work on appropriately equipping, training personnel, and keeping that one program going for at least three years. Then I might believe that the department is getting serious about maintaining training and equipment. So far I feel these long term commitments are lacking.

NOR #10 - More information about these classes prior to them starting and an open invitation to the classes. Better selection of classes at each level. (Lt, Driver, Paramedic, and FF)

NOR #11 - I feel that we need to get away from double merit raises all together. We should be paid.

NOR #12 - Interest - something that sounds appealing.

NOR #13 - The fact that once you have attended the class you would have the feeling that the class is worthwhile for the department. Every time someone takes a class, when they get back they may be all excited about the information but it is dropped and not used by the department. Why bother?

OR #1 - Open it up to everyone to be able to go to classes. Not just a select few. Treat the participants like the person that went out of town this last time. Give them 12 hours off before they leave and 24 hours off after they get back. Not like the Texas trip where you have to go back on duty when you arrive back in town. Have a policy that is the same for everyone that covers time off work, meals, travel, overtime, costs of classes. Make the policy apply to all equally with not exceptions. When you have someone that is willing to go don't threaten to move him to another station and send someone else in his place; then write him up for asking that man if he was asked to go. Information from classes need to be used to improve the department. I have talked to many that have come back from classes excited about what they have learned, only to be let down by the department with lack of interest or support to get the value out of a class.

OR #2 - Make it financially rewarding. Instead of changing pay schedules to save money.

OR #3 - Better recognition for the extra effort. Better organization prior to the class.

OR #4 - How about just an opportunity to go I want to go to classes but seldom know about them in a timely manner. Then red tape to get approval to go seems to nix any

opportunities that have come up. If you want people to attend classes tell them they can go.

Give them the chance to go. Budget more money so training requests aren't denied.

Offer chances to the younger more aggressive members and then approve them.

OR #5 - Fire department needs to pay for the expenses of on and off duty specialty classes.

The purpose of attending any class is to benefit the employee and the department. The employee gains knowledge to help him progress in the job with the department paying for the expenses. The department gains a more knowledgeable employee which increases the professionalism of the department as a whole. This is a win-win situation for both the employee and the department.

OR #6 - Simply a class that I was interested in and would not have to travel away from my family.

OR #7 - I enjoy off duty classes, other than time restrictions in my personal life, I would attend more classes. This is providing that there is little or no out of pocket expenses.

OR #8 - Do not need encouragement.

OR #9 - The specialty station selection is more of a station selection than a specialty selection. I realize that the younger supervisors and engineers didn't have all the selections as the senior personnel. In monitoring that training and classes to enhance one's knowledge of their specific specialty, I feel that the only education that most personnel achieve is that which the department has required. When the specialty stations became a reality, I chose station one because of the opportunities to continue training recruits and utilizing the training tower. I quit attending the college classes offered within the department because of several reasons. My decision to stop attending these college

classes was because personnel were not required to attend classes and still received, “A’s” and “B’s”. The fire school classes and some of the other classes offered became a repetition of the same material. But, now classes are more diversified and instructors are more knowledgeable and professional. I attended several classes at FDIC school this spring and enjoyed the classes that I attended. The encouragement for me to attend any off duty classes is to utilize the knowledge after the class. Also, the fact to constantly give of personal time is recognized by the department.

Not Marked Whether Officer or Non-officer

Response #1 - Support from the department.

Question #3 - Would you attend an off duty specialty class if the department only covered the registration of the class?

NOR #1 - Yes. If I were interested in the class.

NOR #2 - No. Only if it was a class I really wanted for myself.

NOR #3 - Yes.

NOR #4 - No. Only if it was a class I really wanted for myself.

NOR #5 - Yes. I suppose I would knowing that this class would better prepare me for the area of training that I was going to class for, regardless of whether I have to pay for lodging and other expense.

NOR #6 - Yes. I would but I would expect to have them work with me on time off from the job if the off duty ran into some duty days.

NOR #7 - No. Because the time off regular duty is time for my family. The time taken away from my family should be compensated.

NOR #8 - Yes. If it benefitted me.

NOR #9 - Currently this does not appear to be the best use of my time or the department's money.

NOR #10 - Yes.

NOR #11 - No.

NOR #12 - Probably not. I feel that the information obtained at the class is a benefit to/for the department. The department should pay for it. I'm giving up my time off duty --the department can give a little---it's for the department.

OR #1 - I have attended classes many times without the support of the department. I wanted to go just to be more comfortable with my duties. Doing this was a great cost to the family, in time being away from home. The department needs to compensate that time, as you did this last time, to give back that time to the person and family.

OR #2 - No.

OR #3 - No. The department needs to attempt to make specialty classes as "painless" as possible to the employee. Extra time away from families, and loss of "part time" wages make it difficult to justify "giving" away time off.

OR #4 - I certainly would. It's my job to know how to stay alive and keep others from becoming injured or killed. If I'm called to an emergency I want to go to class. 1) The city policy on classes causes those that want to learn being denied the opportunity to go because of overtime, registration costs, and overall hassle of applying repeatedly only to be denied. It teaches people we don't want you to learn. 2) The prevailing attitude that a lot of people here think the training division is responsible for their education and since

training is not done then we are not going to train. I say put the responsibility back on the individuals and give them some opportunities.

OR #5 - Maybe. A one day course would usually not be a problem. Any course that extended beyond one day would call in the expenses of a motel and in most cases would be too expensive for employees.

OR #6 - Yes. If it was close and I was interested in it.

OR #7 - Provided there was not hotel or travel cost.

OR #8 - No.

OR #9 - In attending the classes in the past, overtime pay was never an issue for me. I appreciated the department paying the registration costs, motel and per diem pay. I feel that paying the overtime now is going to limit personnel who want to attend outside classes, and I think that this policy should be stopped. The department needs to put a requirement on each specialty, and thus personnel would have to continue to seek the required education. I would like to see steps reserved for higher achievement of personnel. Also, some classes are offered in very high locales where the motel bill could be a problem for some individuals. If the department required personnel to attend outside classes and didn't pay costs, then the reserved steps for these personnel would be more important. The main problem would be that the achievement would have to remain the ultimate goal of achieving the upper merit steps and these steps not be given to personnel who did not achieve the specialty requirement. Probably all personnel could afford the cost of outside education, but the priority of their financial outlay may keep some from seeking this opportunity. One problem with the department not paying these costs is that some have

already attained the upper portion of their pay scale. How do we make this question seem more desirable for personnel?

Not Marked Whether Officer or Non-officer

Response #1 No.

Question #4 - Would you attend an off duty specialty class if none of the class costs were covered by the department but the class was part of a program that would give you an increase in salary? (If yes, what would that increase need to be?)

NOR #1 - Yes. If I would get the money back in the end. If the increase in salary was a guarantee and obtained once the class was completed.

NOR #2 - Yes. A certain percentage of wages.

NOR #3 - Yes. The increase of salary should be increased to whatever the neighboring EMS/Fire department pays their personnel to the same certification.

NOR #4 - Probably not, as the only case where I can see that as a possible cause and effect involves a promotion.

NOR #5 - Yes. At least one extra merit.

NOR #6 - Yes. If there was a plan in effect that would be fair to all and compensate the individuals. The plans in the past have changed according to conditions and individuals.

NOR #7 - Yes. I believe in the thought that you should be paid for the amount of schooling or training you have. (IE, paramedic, associate degree in fire science, management training, specialty rescue, hazmat technician)

NOR #8 - Yes. I feel we are doing this already but I would go to class to get specialized in a specific area for an hourly wage raise.

NOR #9 - I think that sounds like good encouragement but I'm afraid you might get people going for the wrong reason. I think if we could get around all the red tape of complaining about extra pay and trying to undermine the department, which has taken away the opportunity for people who are interested in the opportunity to better themselves.

NOR #10 - Yes. Maybe if you set it up on the number of class hours required to get an increase.

NOR #11 - Yes. I believe that whatever compensation was being arranged should be given upon completion of the class, as well as the class being offered department wide and not just certain guys singled out for these programs. I enjoy my job and would like to increase my knowledge as well as my monetary status. I believe they go hand in hand.

OR #1 - I would attend off duty classes to achieve higher pay. I look at education in a different manner than I did a few years prior. I also feel that we as a department need to stress this importance more for our younger firefighters.

OR #2 - Yes. At least the amount of my total expenses, including pay for shifts I was gone and enough to pay another employee to work those shifts.

OR #3 - The increase would have to be beyond the normal pay for my grade, otherwise I would attain the same level any ways. I do not believe that outside classes should affect merit increases as long as the employees of this department do their job at the level that is accepted by the department.

OR #4 - Pay increase for college credit hour.

OR #5 - No. The good classes are usually very expensive and the amount of increase in the salary may not be enough to compensate the employee.

OR #6 - Again, I feel pay should not be the motivating factor for me to learn new things. I would attend a class if offered the chance. Classes that have been denied here, I go to on my own. I've never solely relied on the SFD to furnish my training. I've talked to many employees who want to learn and look for opportunities to learn but have been denied. There would used to be training opportunities posted on the bulletin boards, but rarely seen in the past 3-4 years. The NFA schedule that was posted upstairs was nearly 2 years old before it was taken down. Back to your question. Most members here would not be able to afford to pay their own way, and I think such a policy would stifle training even more than the current plan does.

OR #7 - I have done this in the past (MICT school). I paid for class and books. SFD paid transportation and allowed time off duty then increased wages upon completion. This policy seems to change with every class due to size or current need. This policy needs to be looked at and firmed up so all participants are treated fairly.

OR #8 - The amount of time and compensation would weigh heavy upon people in the department attending classes. As for em, money is not the issue but the treatment I receive in trying to go. My time is worth greatly to me and my family. Since the treatment I received the last time I went to a class, I don't care nor will ask to be a part of any class.

OR #9 - No. I don't think this type of program would be administered fairly. These programs don't seem to be administered fairly now. Some persons are given time off before and after classes, others are not. Also, how would the value of the class be

determined? Would an out of town trip to look at a fire truck for example, earn a merit increase, while others attending a 2 week class out of town receive the same merit?

Would this be fair?

Not Marked Whether Officer or Non-officer

Response #1 - No.